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Abstract

Doctoral education in the United States has in recent years received a number of criticisms. In response, several initiatives have been developed to address some of these criticisms. In addition, three major surveys have been undertaken to better understand the process, content, and outcome of doctoral education. This paper explores the criticisms and outlines the initiatives for change. It argues that initiatives for change in doctoral education are important first-step responses to the criticisms; however, they must be accompanied by ongoing research that can provide empirical data on doctoral student experiences, career paths, and on the impacts of the initiatives themselves. (HRK / Abstract übernommen)